

DRAFT MEETING THE NCLB REQUIREMENTS FOR HIGHLY QUALIFIED TEACHERS DRAFT

The *No Child Left Behind Act* of 2001 outlines new requirements for teachers in core academic areas for all teachers in the state. Below is a representation of the requirements of the statute and how teachers in each defined level – elementary, middle and high schools – can meet each of the three requirements.

The **Core Academic Areas** are defined as:

English	Civics and government
Reading/language arts	Economics
Mathematics	Arts
Science	History
Foreign language	Geography

Green= Currently required

Blue= Currently available but not required

Red=Not currently available

<u>NCLB Requirements from Title I, Section 1119</u> (must meet all 3 requirements unless specifically exempted)	<u>Elementary</u>		<u>Middle School</u> (teachers teaching single subjects)		<u>High School</u>		
	<u>District*</u>	<u>Charter</u>	<u>District</u>	<u>Charter</u>	<u>District</u>	<u>Voc Ed in Core Subjects</u>	<u>Charter</u>
1. Full state certification (Charter school exemption permitted)	Elementary certification including: <ul style="list-style-type: none"> Professional Knowledge test (K-8) and Elementary Subject Knowledge test (K-8) No emergency certification or deficiencies, except AZ/US Constitution	Certification not required	Elementary certification with MS endorsement or Secondary certification in subject area	Certification not required	Secondary certification in subject area being taught	Voc Ed teachers must meet AZ Voc Ed certification requirements	Certification not required
2. Bachelor's Degree	Required	Required	Required	Required	Required	Required	

*District means all public school districts, not charter schools.

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<u>NCLB Requirements from Title I, Section 1119 (cont'd)</u>	<u>Elementary</u>		<u>Middle School</u>		<u>High School</u>		
	<u>District</u>	<u>Charter</u>	<u>District</u>	<u>Charter</u>	<u>District</u>	<u>VOC ED teaching core subjects</u>	<u>Charter</u>
3. Subject Knowledge Demonstration Elementary: <ul style="list-style-type: none"> Test in subject knowledge and teaching skills in reading, writing, mathematics, and other basic elementary curriculum areas the teacher is teaching or State system of evaluation for “not new”(experienced) teachers 	AEPA -Subject and Professional Knowledge Tests as required for Elementary Certification (Current tests have been given since 1999; teachers certified prior to that will need to fulfill this requirement.) or State evaluation (under consideration)	AEPA -Subject and Professional Knowledge Tests as required for Elementary Certification (Charter school teachers with AZ elementary certification must have taken the current AEPA tests. See district options.) or State evaluation (under consideration)					
Middle or High school: (select one): <ul style="list-style-type: none"> Subject knowledge test in each area which the teacher teaches An academic major or coursework equal to an undergrad major Graduate degree Advanced certification Additional credentialing State system of evaluation 			<u>(select one for each area to be taught)</u> <ul style="list-style-type: none"> Academic Major Subject Knowledge test – secondary subject area (or middle school level subject tests under discussion for development) 24 hours in subject to be taught Graduate degree-subject in subject area Additional credentials-endorsement in Art or Music National Board Certification State evaluation (under consideration) 	<u>(select one for each area to be taught))</u> <ul style="list-style-type: none"> Academic Major Subject Knowledge test – secondary area (or middle school level subject tests under development) 24 hours in subject area Graduate degree-subject area State evaluation (under consideration) 	<u>(select one for each area to be taught)</u> <ul style="list-style-type: none"> Subject Knowledge test – secondary subject area Endorsement in art or music 24 hours in subject Graduate degree-subject area National Board Certification State evaluation (under consideration) 	<u>(select one for each area to be taught)</u> <ul style="list-style-type: none"> Academic Major Subject Knowledge test – secondary area 24 hours in subject area Graduate degree-subject area State evaluation (under consideration) 	<u>(select one for each area to be taught)</u> <ul style="list-style-type: none"> Academic Major Subject Knowledge test – secondary area 24 hours in subject area Graduate degree-subject area State evaluation (under consideration)

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Other Recommendations:

1. Definitions

arts: art - including fine arts such as drawing, painting, sculpting and graphic arts and music - including vocal and instrumental music

science to be defined based on science curriculum as outlined in the AZ science standards, per grade span

academic major – requires 24 semester hours (or equivalent) in subject area

2. Current holders of a K-12 Reading endorsement or a K-8 Mathematics endorsement must show additional coursework in reading (9 semester hours) or mathematics (6 semester hours) to demonstrate subject knowledge using the additional credentialing option.

3. For teachers with elementary certificates issued prior to the AEPA test requirements, the only options are to take the current tests or participate in the state evaluation system under consideration.

3. High school teachers with multiple core academic area assignments must show subject knowledge competency by **one** of the following **for each area the teacher teaches (see also item 4 below):**

- Academic major,
- Subject knowledge test
- Endorsement in art or music, or
- Graduate degree.

4. HQ definition for teachers at DOC will be determined based on receipt of guidance from ED.

5. Alternative school teachers, including computer-based instruction programs:

(NCLB guidance does not directly address such programs or other alternative curriculum delivery designs, such as interdisciplinary studies. Section C-28 addresses only alternative classrooms. The statute specifies that a middle or high school teacher must demonstrate subject knowledge for each subject he/she teaches.)

District	Charter
At a minimum, the supervising teacher must possess full certification in one of the core academic areas (except the arts and foreign language). To demonstrate subject knowledge in all subjects taught, select from the options in the appropriate grade level district requirements listed above.	At a minimum, the supervising teacher must have bachelor's degree and demonstrate subject knowledge in at least one of the core academic subjects (except the arts and foreign language) by one of the choices listed under middle or high school charter requirements above. To demonstrate subject knowledge in all subjects taught, select from the options in the appropriate grade level district requirements listed above.
For alternative programs where students are removed from mainstream classrooms for disciplinary or other such reasons, the teacher of record for each subject must meet the HQ definition (see federal guidance C-28).	

6. Evaluation of Montessori training and diplomas needs to be accomplished with national organization input.

7. Special Education and ELL teachers – to be announced separately

8. **New** definitions of Grade Spans for each category – elementary, middle, and high schools - as follows:

Elementary – K-6

Middle School – 6-8

High School - 9-12

Federal guidance allows for the elementary model to apply to 7 and 8 grade teachers, if the classes are “self-contained”.

Qualifications for 6th grade teachers will depend on the design of the school – elementary or middle school.

9th grade teachers must meet subject knowledge qualifications for secondary teachers, even if they teach in a middle school or junior high.

Effective dates: Section 1119 provides the following implementation dates:

All teachers hired after the first day of the 2002-2003 school year for programs supported by Title I funds must meet the NCLB definition of highly qualified. In school wide programs, all core academic subject teachers are included.

All teachers in core academic subjects within the state must meet the definition by the end of the 2005-2006 school year.

Parents Right-To-Know:

Section 1111(h)(6) of Title I of the *No Child Left Behind Act* outlines information that parents are entitled to under **Parents Right-To Know**. These requirements apply to any school receiving Title I-A funds and outline information a parent may request as well as information that a school is required to supply.

Part A – Qualifications states that parents must be notified that they can request specific professional qualifications information about their child's teachers to include:

- the level and subject area of certification
- whether the teacher holds emergency or other conditional certificates,
- the degree(s) the teacher holds and the field(s) of study

Parents also may request information about services by paraprofessionals and their qualifications.

Part B – Additional Information states that the school is responsible to provide the following information:

- the level of the student's achievement on state assessments – AIMS and Stanford 9, and
- a timely notice that the parent's child has been assigned to, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet the definition highly qualified as outlined in NCLB.

Part C – Format states that the information identified in Parts A and B must be provided in an understandable and uniform format, and to the extent practicable, in a language that parents can understand.

The letter to parents about a non-highly qualified teacher should include a description of the teacher's current qualifications and how that teacher met the requirements of the position at the time he/she was hired, prior to the effective date of NCLB (beginning of the 2002-2003 school year). A brief description of the **new** requirements for all core academic subject teachers as defined under NCLB would explain why this teacher now has to meet additional requirements by the end of the 2005-2006 school year. Schools should continue by explaining any shortages or other extenuating circumstances that impacted the LEA's decision to place this teacher in this assignment.

State Evaluation System as described in the Title II Guidance:

C-23. Where States choose not to use the results of a rigorous State subject-matter test as the means for determining whether a current teacher (*elementary, middle, or high school*) is “highly qualified,” will the U.S. Department of Education require its review and approval of State methods for evaluating a teacher’s knowledge and teaching ability?

No. While the (US) Department is always willing to respond to inquiries from States, it is the responsibility of the SEA to develop and approve these methods of ensuring that teachers have subject-matter competency – just as it is the SEA’s responsibility for ensuring, alternatively, that teachers have demonstrated their competency (a) by passing a rigorous State academic subject matter test, or (b) in the case of middle or secondary school teachers, by completing an academic major or having other statutorily acceptable coursework or qualifications [Section 9101(23)(B)].

To meet the law’s requirements, any alternative means of evaluating teaching ability must demonstrate competency in all the academic subjects in which a teacher teaches based on a high, objective uniform State standard of evaluation that must meet each of the following six criteria [Title I, Section 9101(23)(C)(ii)]:

1. Be set by the State for both grade-appropriate academic subject matter knowledge and teaching skills;
2. Be aligned with challenging State academic content and student academic achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators;
3. Provide objective, coherent information about the teacher’s attainment of core content knowledge in the academic subjects in which a teacher teaches;
4. Be applied uniformly to all teachers in the same academic subject and teaching in the same grade level throughout the State;
5. Take into consideration, but not be based primarily on, the time the teacher has been teaching in the academic subject; and
6. Be made available to the public upon request.

The alternative means of evaluating teaching ability also may involve multiple, objective measures of teacher competency. Each evaluation should have a high, objective, uniform standard that the candidate is expected to meet or exceed. These standards for evaluation must be applied to each candidate in the same way.

Where States choose to adopt this alternative means for assessing whether teachers are highly qualified, we encourage them to consider going on record – via a resolution passed by the State Board of Education, for example – establishing how teachers of various subjects at different grade levels may meet the statutory criteria. Keeping such formal approvals on file, along with an explanation as to how the demonstration of competency meets the criteria required by the law, would be one way for a State to demonstrate that it has established the kinds of assessments that conform to the Section 9101(23) requirements.